Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

St. Louis Park Public School Dist. (0283-01)

Date Submitted to the State 07/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by St. Louis Park Public School Dist. (0283-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2025).

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1. Read Act Goals

District or Charter School Literacy Goals

St. Louis Park Public School Dist. (0283-01)'s literacy goal(s) for the 2025-26 school year:

EARLY LEARNING GOAL

The Early Learning department is adopting a new literacy framework in the 25-26 SY that aligns with the K-5 curricula. The goal will be to train staff on the available resources and begin implementation.

ELEMENTARY GOAL

By spring 2026, the district aims to increase reading proficiency by 2% for all K-5 students through the implementation of high-quality, evidence-based literacy instruction within a Multi-Tiered System of Supports (MTSS). Progress will be measured using the following indicators:

The percentage of kindergarten students meeting grade-level benchmarks on the earlyReading FASTBridge assessment

The percentage of students in grades 2-5 demonstrating growth on the district's local standardized reading assessment

The percentage of all students meeting or exceeding proficiency on the Minnesota Comprehensive Assessment (MCA)

The percentage of students of color meeting or exceeding proficiency on the MCA

By June 2026, improve K-5 Tier 1 reading instruction by strengthening the implementation of district-supported curricula to 90% or higher, as measured by classroom observations using a district-aligned implementation rubric with support from instructional coaches.

READ Act Phase 2 Transition Goal

By June 2026, the district will prepare for the successful implementation of Phase 2 of the READ Act by establishing a system-wide plan to support required staff in Grades 4-12. This plan will include:

Identification of all educators responsible for reading instruction in Grades 4-12, including those in state-approved alternative programs

Initial outreach and communication to inform impacted staff of upcoming training requirements

Collaborative planning with curriculum directors and instructional leaders to begin alignment of instructional materials in Grades 6-12 to evidence-based literacy practices

A timeline and registration strategy to ensure Phase 2 staff are prepared for the January 2026 registration process

Documentation of professional learning structures that will support implementation of evidence-based reading instruction aligned to the Science of Reading

This goal ensures the district is on track to meet the July 1, 2027 training completion deadline for Phase 2 staff, as outlined in the Minnesota READ Act.

SECONDARY PROFESSIONAL DEVELOPMENT

By spring 2026, the district will implement a professional development plan for secondary educators that builds foundational knowledge and a cohesive understanding of high-quality Tier 1 literacy instruction through the integrated lenses of Data Literacy, Structured Literacy, and Disciplinary Literacy. This plan will support Grades 6-12 educators in:

Developing shared language and baseline understanding of Structured Literacy and the Science of Reading to begin bridging practices from elementary to secondary contexts

Exploring the role of Disciplinary Literacy in embedding reading, writing, and thinking within content areas

Building confidence with Data Literacy practices to examine student needs and instructional effectiveness

Laying the groundwork for strengthening Tier 1 instruction so it becomes more inclusive, responsive, and aligned with the Minnesota English Language Arts Standards and the READ Act

The following was implemented or changed to make progress towards the goal(s):

During the 2025-26 school year, the district continued implementation of Phase 1 LETRS training while partnering with Benchmark Adelante and Collaborative Classroom to provide ongoing PD and instructional support. Professional learning focused on Structured Literacy, the Science of Reading, disciplinary literacy, and the MN ELA Standards. Educators engaged in unpacking standards through the lenses of skills, content, context, and DOK, with additional learning provided by Dr. Fuller to support standards-aligned planning and instructional rigor.

The district strengthened Tier 1 literacy instruction aligned to MN Academic Standards and READ Act expectations through CARE teams, instructional coaching, and use of the TDE Rubric to guide observations, feedback, and instructional leadership. Monthly learning walks and data team meetings were conducted to monitor implementation, analyze student learning evidence, and support continuous improvement. Paraprofessionals and instructional assistants received training in structured literacy practices and intervention implementation. Fidelity data on Collaborative Classroom resources was collected using a district-developed rubric, and foundational systems were established to support future data literacy work.

Significant progress was made in preparation for READ Act Phase 2 implementation. STRIVE was selected as the district-approved training platform. Systems for rostering, registration, and implementation of Phase 2 training in 2026-27 were established. The district also completed a Comprehensive Needs Assessment in partnership with COMPASS and MDE to inform future improvement efforts.

The following describes how St. Louis Park Public School Dist. (0283-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. Minn. Stat. 120B.12 (2023).

While the READ Act sets a universal goal for grade-level reading and individualized growth for all learners, current data show that nearly half of all students-and an even larger majority of multilingual learners and students receiving specialized services-are not meeting this benchmark. The discrepancy emphasizes the need for strengthened tier 1,

evidence-based instruction, targeted interventions, and systemic equity efforts to realize the vision of the READ Act.

St. Louis Park Public School Dist. (0283-01)'s literacy goal(s) for the 2026-27 school year:

EARLY LEARNING GOAL

Student Outcome Goals:

By Spring 2027, at least 80% of students enrolled in Early Learning will demonstrate growth of one or more developmental levels in identified TS GOLD literacy objectives from fall baseline to spring checkpoint

Implementation Goals:

By Spring 2027, 100% of the Early Learning department will complete the SEEDs literacy framework training that aligns with the K-5 curricula.

ELEMENTARY GOAL

Student Outcome Goal:

By Spring 2027, students in grades K-5 will increase reading proficiency by 2%, as measured by standardized assessments through the district implementation of high-quality, evidence-based literacy instruction within a Multi-Tiered System of Supports (MTSS).

Implementation Goal:

By June 2027, the district will continue strengthening Tier 1 literacy instruction through collaboration with Literacy Content Partners to align core curriculum, instruction, and assessment to the Minnesota 2020 English Language Arts Standards, ensuring coherent, rigorous, and equitable access to grade-level learning for all students.

SECONDARY GOALS

Student Outcome Goal:

By June 2027, students in Grades 6-12 will increase their reading proficiency by 2%, as measured by the MCA Reading, through standards-aligned disciplinary literacy experiences that strengthen their ability to read, write, speak, listen, and think within and across content areas.

Implementation Goal:

By June 2027, 100% of eligible ELA educators will be enrolled in and progressing through required Phase 2 Structured Literacy training through STRIVE.

The Local Literacy Lead, Megan Pershica, for St. Louis Park Public School Dist. (0283-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Our District Literacy Lead serves as our Director of Learning & Innovation and thus plays an integral role in our district leadership. The DLL partners with our literacy content leads twice a month for ongoing collaborative planning and district-wide initiatives. In partnership with the elementary coaches, the DLL supported the alignment of strong tier 1 instruction through developing implementation tools and professional learning of implementation science. The DLL held regular coaching meetings for all levels to strengthen site leadership and build coherence across our system. At the building level, the DLL attended site data meetings, met with each grade-level team, and helped develop and lead professional development.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:
MDE Read Act Literacy Lead License List
Yes
Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

St. Louis Park Public School Dist. (0283-01) Local Literacy Plan is posted on the district website at
https://www.slpschools.org/learning/instruction-and-learning

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

St. Louis Park Public School Dist. (0283-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by St. Louis Park Public School Dist. (0283-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

St. Louis Park Public School Dist. (0283-01) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

St. Louis Park Public School Dist. (0283-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Multilingual students with a composite score less than 2 on ACCESS will take mCLASS with DIBELS in grades K-3 rather than FastBridge.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by St. Louis Park Public School Dist. (0283-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
NWEA MAP	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

St. Louis Park Public School Dist. (0283-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

St. Louis Park Public School Dist. (0283-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

At this time, the district is determining districtwide fall, winter, and spring administration windows for grades 4-12. Data gathered during the 2025-26 implementation year will inform decisions regarding screening frequency, timing, and expanded use of Capti ReadBasix.

During the 2026-27 school year, the district will focus on strengthening educator capacity to interpret Capti

data, establishing shared expectations for data-based instructional decision-making, refining processes for identifying students needing additional reading support, and building a systematic progress-monitoring structure. Information gathered during implementation will inform future districtwide protocols for Capti administration, progress monitoring, intervention intensification, and the identification of students who may exhibit characteristics of dyslexia. Specific progress-monitoring frequencies and decision rules are currently under development and will be refined through the district's ongoing literacy and MTSS work.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for St. Louis Park Public School Dist. (0283-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	314	199	304	138	306	145
1st	321	160	315	160	321	173
2nd	330	196	320	204	314	218
3rd	290	180	291	199	288	180

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how St. Louis Park Public School Dist. (0283-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

St. Louis Park Public School Dist. (0283-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	306	161
1st	321	148
2nd	314	46
3rd	288	35

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

St. Louis Park Public School Dist. (0283-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in St. Louis Park Public School Dist. (0283-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	350	0	0	CTSTR	CTSTR	0
5th	297	0	0	CTSTR	CTSTR	0
6th	389	0	347	145	48	0
7th	325	0	0	CTSTR	CTSTR	0
8th	328	0	0	CTSTR	CTSTR	0
9th	353	0	0	CTSTR	CTSTR	0
10th	350	0	0	CTSTR	CTSTR	0
11th	334	0	0	CTSTR	CTSTR	0
12th	354	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

St. Louis Park Public School Dist. (0283-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Educators use screening data as the first step in determining instructional next steps for individual students. In grades K-1, FastBridge earlyReading provides subtest data across the continuum of foundational literacy skills, helping teachers identify specific areas of need. In grades 2-5, FastBridge and MAP screening data are used to analyze reading proficiency and match students to appropriate instruction. As a district, we prioritize strengthening Tier 1 instruction when screening data indicates that more than 20% of students need support in a particular skill area before moving to targeted small-group interventions.

At the secondary level, MAP data serves as the primary source for making instructional decisions. This year, students in grade 6 also completed CAPTI to inform instructional matches in foundational literacy skills. Beginning next school year, CAPTI will be administered in grades 4-12.

Multiple measures used to determine a student's level of proficiency include:

Curriculum-Based Measures: used by classroom teachers in grades K-12 to assess and monitor students' literacy development through classroom assignments, instructional tasks, work samples, and curriculum-embedded assessments. These measures provide ongoing evidence of students' progress toward grade-level standards in foundational skills, reading, writing, speaking, and listening to identify strengths, areas of need, and appropriate instructional next steps.

FastBridge earlyReading Assessment: used by classroom teachers in Grades K-1 to assess and monitor students in: concepts of print, onset sounds, letter name fluency, letter sound fluency, rhyming, segmenting phonemes, blending, final phoneme, and word and sentence fluency.

FastBridge Curriculum-based Measures for Reading (CBMR): used by classroom teachers in Grades 1-5 to assess and monitor students' reading fluency.

Measures of Academic Progress (MAP): used by classroom teachers in Grades 2-8 to assess and monitor students' growth and development in key areas of reading development.

CAPTI ReadBasix: used by classroom teachers in Grades 4-12 to assess and monitor students according to the MTSS process in foundational reading skills, including phonological awareness, decoding, encoding, word recognition, spelling, and reading fluency.

WIDA/ACCESS: used as a screener to identify multilingual learners (MLs). This annual assessment gives educators and parents information about the ELP level of MLs in Kindergarten through grade 12 in the skill areas of listening, speaking, reading, and writing.

DIBELS mCLASS: used by classroom teachers in grades K-3 for multilingual learners (MLs) with an ACCESS score <2 to assess and monitor students' foundational reading skills, including phonemic awareness, alphabetic principle,

decoding, word recognition, oral reading fluency, and reading comprehension.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
At the elementary level, a district-developed implementation rubric is used to monitor fidelity of core curricular resources. The rubric helps identify areas where teachers may need additional support and informs responsive professional learning and coaching. These curricular resources also provide guidance for differentiated Tier 1 instruction. To strengthen implementation, elementary educators have engaged in professional learning focused on the science of reading, deepening their understanding of both evidence-based literacy practices and the instructional resources they use.

At the secondary level, teachers use professional learning and support from site leaders to analyze unit plans for alignment with the Minnesota 2020 ELA Standards and to design instruction with multiple entry points that meet the needs of diverse learners.

Across all grade levels, district leaders conduct learning walks to monitor implementation and identify school- and district-wide trends in Tier 1 instruction. Findings from these learning walks inform coaching support provided by instructional coaches. In addition, site leaders participate in monthly data meetings with the Assessment, Research, and Evaluation Department to coordinate actions aligned to strategic priorities. During these meetings, leaders examine data related to Continuous Improvement Plan (CIP) academic goals, monitor instructional practices, and make data-informed decisions to strengthen teaching and learning.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Instructional decisions are driven by student need; therefore, not all students will require or receive the same interventions. Teachers are expected to begin with the intervention that best matches a student's identified needs. Additional resources or assessments may be incorporated as needed under the guidance of the Learning and Innovation Department.

At both the elementary and secondary levels, teachers participate in MTSS team meetings when concerns about a student's progress arise. Families are involved in the process through interviews to provide insight into their child. Teachers bring relevant student data, documentation of supplemental interventions, and reflections on the effectiveness of those supports. The MTSS team collaboratively analyzes the available evidence to determine whether to continue Tier 2 supports or intensify intervention through Tier 3 services. Any decisions are communicated to the family for their input.

At the elementary level, FastBridge benchmark data and the foundational literacy skills continuum guide discussions about instructional next steps. Teachers also provide recent student work samples to ensure the team has a comprehensive understanding of the student's strengths and needs. To further support consistent decision-making, the district literacy team is developing decision trees that integrate curriculum-based recommendations and assessment benchmarks to clarify criteria for levels of support and instructional matches.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

During CARE meetings and collaborative planning time, teachers analyze progress monitoring data to determine whether students are making expected or accelerated growth toward their goals. In addition to standardized progress monitoring measures, teachers collect curriculum-based assessments, classroom observations, and student work samples to triangulate data and inform instructional adjustments. This information is used to determine whether interventions should be maintained, intensified, modified, or discontinued. At the elementary level, instructional leaders will facilitate regular data meetings with grade-level teams to review student progress, identify growth trends, and determine additional supports for students who are not yet meeting benchmarks.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Teachers should use multiple data sources to evaluate student progress toward grade-level proficiency, including reliable classroom assessments, teacher observations, curriculum-based measures, and progress-monitoring data. To be considered for exiting supplemental or intensive support, students should demonstrate consistent growth and meet or exceed benchmark expectations on the designated progress-monitoring measure at least 2 times after 6-8 weeks of intervention.

For multilingual learners and students with IEPs, service providers should collaborate with classroom teachers to analyze multiple data sources, including classroom performance, progress monitoring results, ACCESS scores, and progress toward IEP goals, to determine appropriate instructional supports and next steps. Families are also considered a part of the team in these processes to determine an appropriate exit from supplemental services.

Continuous Improvement for Data-Based Decision Making for Action

St. Louis Park Public School Dist. (0283-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The district literacy team is developing decision trees that integrate curriculum-based recommendations and assessment benchmarks to clarify criteria for levels of support and instructional matches. District leaders will continue to build and strengthen systems for clarity and consistency at all levels. The information from our Comprehensive Needs Assessment will guide our work.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does St. Louis Park Public School Dist. (0283-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- More than one of the above

Continuous Improvement for Parent Notification

St. Louis Park Public School Dist. (0283-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Beginning in the 2026-27 school year, parent notification for students showing signs of reading difficulty will be expanded to include grades 4-12, based on results from the CAPTI ReadBasix assessment.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by St. Louis Park Public School Dist. (0283-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120
Collaborative Literacy, K-2, 2021; 3-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	150
	Comprehensive	Grade 1	150
	Comprehensive	Grade 2	150
	Comprehensive	Grade 3	150
	Comprehensive	Grade 4	150
	Comprehensive	Grade 5	150
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district utilized a curriculum review and pilot process to evaluate multiple evidence-based literacy programs. Educators implemented pilot materials, gathered feedback regarding usability, student engagement, and alignment to instructional goals, and analyzed available research and evidence supporting student outcomes. Following the pilot process, a core curricular resource was selected. Professional learning and implementation support were provided to

educators to build understanding of the curriculum's instructional routines, assessment components, and alignment to evidence-based literacy practices.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

Following curriculum selection, educators participated in initial training and ongoing professional learning to support implementation. The district continues to monitor implementation through collaborative planning, curriculum reviews, and fidelity checks. Literacy Content Partners work alongside district leaders to analyze curricular assessments and instructional materials for alignment to the Minnesota 2020 English Language Arts Standards. This ongoing review process helps identify opportunities to strengthen rigor, ensure standards alignment, and determine where supplemental resources or instructional supports may be needed to meet student needs.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE Intervention Program Review webpage.

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by St. Louis Park Public School Dist. (0283-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
UFLI	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Other Resources - SIPPS	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30

Continuous Improvement for Litearcy Intervention Resources

St. Louis Park Public School Dist. (0283-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We will expand the use of SIPPS to tier 2 intervention. Our district will also host Reading Corps at our elementary sites for additional reading support.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

St. Louis Park Public School Dist. (0283-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$212,570

Amount of Literacy Aid Funds spent in the 2025-26 school year:

$212,570

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

St. Louis Park Public School Dist. (0283-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$173,619

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
MDE approved READ Act professional development	Read Act Literacy Aid
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

St. Louis Park Public School Dist. (0283-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

St. Louis Park Public School Dist. (0283-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

07/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not meet the vendor-recommended 80% proficiency level on the approved training receive targeted support. Building instructional coaches provide individualized support using a peer coaching model focused on collaboration, reflection, and instructional improvement. Administrators conduct learning walks to gather data on implementation and identify areas where additional support is needed. Teachers also engage in ongoing professional learning centered on standards, DOK, evidence-based practices, and their core literacy curriculum.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Instructional leaders use a variety of data sources throughout the year to monitor implementation fidelity and minimize potential barriers to effective structured literacy instruction. These sources include:

- LETRS implementation and completion data
- Collaborative Classroom implementation rubric data
- Learning walk observations
- Teacher Development and Evaluation (TDE) observation evidence
- Instructional coaching observation notes

- CARE team discussions and student data reviews
- Professional learning participation records
- FastBridge literacy data analyzed alongside implementation evidence
- District-wide instructional schedules designed to support curriculum recommendations

Together, these data sources provide a comprehensive picture of implementation across classrooms and inform coaching, professional learning, and system-level support to strengthen literacy instruction.
Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:
Collaborative analysis of implementation and fidelity data by instructional leaders and coaches drives the approaches and topics for feedback. Teachers are supported through multiple avenues, which include:

Individualized Coaching
- Instructional coaches support ongoing, job-embedded coaching with individual teachers and grade-level teams
- Coaching supports may include pre-conferences to identify instructional goals, focused classroom observations, and post-observation feedback tied to the TDE rubric and student impact
- Coaches provide real-time modeling, co-teaching, and collaborative planning to support explicit, systematic instruction

Professional Learning and Support
- Coaching and data team meetings inform targeted professional learning aligned to identified instructional needs
- Instructional assistants and paraprofessionals receive structured literacy training to ensure alignment with core instruction and intervention practices
- Monthly learning walks and leadership debriefs inform site and district coaching priorities

Continuous Improvement
- Coaching and professional learning are adjusted based on identified needs to strengthen evidence-based literacy instruction for all students
- Each site develops an academic literacy goal to monitor the progress of student achievement and make instructional refinements throughout the year.
The following changes in instructional practices have impacted students:
Educators strengthened Tier 1 literacy instruction by increasing the use of explicit, systematic practices aligned to the science of reading. Through LETRS professional learning, coaching, and ongoing support, teachers expanded their use of evidence-based phonemic awareness and phonics instruction. Implementation rubrics, coaching observations, and learning walks reflected increased use of these practices across classrooms. Educators also strengthened alignment among MN Standards, instruction, tasks, and assessments, while using CARE cycles, data teams, and coaching conversations to continuously refine instruction based on student learning evidence.

Evidence of student impact:

- FastBridge literacy data shows positive growth in reading proficiency for each cohort in grades K-2 from Spring 2025 to Spring 2026.
- FastBridge literacy data shows positive growth in reading proficiency for grades 1 and 2 from Fall 2025 to Spring 2026.
- MAP literacy data shows positive growth in 2nd grade proficiency from Fall 2025 to Spring 2026.

St. Louis Park Public School Dist. (0283-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district has implemented professional development around culturally responsive literacy practices through a coherent system of instructional coaching, leadership development, and equity-focused inquiry.

Instructional leaders and coaches use the Teacher Development and Evaluation (TDE) Rubric as a shared framework to support culturally responsive instructional practices, with alignment across classroom observations, coaching cycles, and feedback. Learning walks are also aligned to the TDE Rubric to ensure consistent look-fors related to culturally responsive teaching, student engagement, and instructional responsiveness across classrooms and schools.

The district has hired an outside consultant who has supported district and site leaders in analyzing systemic inequities, examining instructional practices through an equity lens, and identifying a shared problem of practice to guide improvement efforts. This process has strengthened the district's ability to connect equity analysis to instructional decision-making and professional learning design.

These systems support teachers in implementing culturally responsive literacy practices by embedding expectations into observation and feedback systems, providing ongoing coaching and mentorship, and engaging educators in continuous reflection on equity, instructional practice, and student learning.

St. Louis Park Public School Dist. (0283-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support
- Other, explain

Attended Brightworks professional development

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Teachers and paraprofessionals will have multiple opportunities to participate in professional learning around Tier 1 instructional practices, unit planning, ELA state standards, DOK, and our core curriculum. The training will be guided by data collected from teacher portfolios, coaching feedback, and learning walk observations. Various strands of the ELA Standards will be addressed to emphasize the reciprocity between them. The needs of teachers and students drive professional learning decisions, so not all teams will need or receive the same training.

Continuous Improvement for Professional Development Plan

St. Louis Park Public School Dist. (0283-01) will make the following changes to the professional development plan for the 2026-27 school year:

Each elementary grade level at every school will designate a literacy content partner to collaborate with the Learning & Innovation team and district literacy leads. Together, this team will analyze the alignment between the core curriculum and MN ELA Standards, identify areas for refinement, and make recommendations for curriculum pacing and instructional improvements across the district.

Secondary Educators who teach English Language Arts will begin their professional development course through Strive in accordance with Phase 2 of the READ Act.

District-wide, there will be a continued emphasis on Tier 1 instruction within an MTSS framework through ongoing, job-embedded professional learning on evaluating student progress and differentiation.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	24	14	8	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	177	0	122	55
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	16	7	5	4
K-3 Classroom teachers	60	47	10	3
K-12 Teachers holding English as a second language licenses	15	10	4	1
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	43	7	14	22
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	4	3	1	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	21	0	0	21
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	3	0	0	3
Grades 6-12 Curriculum Directors	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

St. Louis Park Public School Dist. (0283-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

St. Louis Park Public School Dist. (0283-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

St. Louis Park Public School Dist. (0283-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Our Site Implementation Teams (SITs) and site leadership teams will use findings from the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) to identify priorities and establish goals for strengthening our district-wide MTSS framework.

Key Actions and Strategies:

- Develop K-5 decision trees to clarify instructional resources, intervention pathways, and expectations for student support.
- Refine K-12 MTSS & CARE meeting structures and agendas to increase consistency and coherence across schools.
- Embed data literacy professional learning within MTSS processes and team discussions.
- Launch district-wide professional learning in social-emotional learning (SEL) to deepen understanding of its impact on student learning and outcomes.
- Implement a new data platform to improve access to timely and actionable student data.
- Establish K-12 literacy content partner teams to strengthen Tier 1 literacy instruction through alignment of Minnesota academic standards and core curricular resources.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

St. Louis Park Public School Dist. (0283-01) does include a DLI Program

The following table displays St. Louis Park Public School Dist. (0283-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Spanish	Park Spanish Immersion	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100

The following table displays the literacy screening tools used in St. Louis Park Public School Dist. (0283-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
Both	Kindergarten	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)
	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)

Both	Grade 4	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)
	Grade 5	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-5)

The following table displays the number of students in St. Louis Park Public School Dist. (0283-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	96	96	66
1st	102	100	65
2nd	94	94	74
3rd	86	86	46

The following table displays the number of students in St. Louis Park Public School Dist. (0283-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	86	55	21	0
5th	78	56	10	0
6th	0	0	0	0
7th	0	0	0	0
8th	0	0	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0